

## Families and People who care for me – Curriculum Overview

Statutory	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>That stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children’s security as they grow up. FPC1</p>	<p>How parents /carers help them. What do they do to help us feel better?</p>	<p>What does ‘caring’ mean? What does this look like in families?</p>	<p>Changes in life – moving, new siblings, loss. How do families support us?</p>	<p>Problems and worries. Who do they talk to at home? How can they help us feel better?</p>	<p>How do we help our families?</p>	<p>What is meant by ‘security’? What does this look like in a family setting?</p>	<p>How would they define a ‘stable, caring’ relationship in terms of a family?</p>
<p>That others’ families, either in school or the wider world, sometimes look different from their family, but they should respect those differences and know that other children’s families are also characterised by love and care. FPC2</p>	<p>Different families represented through all resources, images and texts.</p>	<p>Different families represented through all resources, images and texts.</p>	<p>Different families represented through all resources, images and texts.</p>	<p>Lessons reflecting on celebrating themselves and their families. Notice how each is unique and different.</p>	<p>Pupils have a right to expect people to treat their family with respect. What they can do if that isn’t the case.</p>	<p><i>Link to work on Marriage</i> Idea of love and care in other people’s families. Link to whole school diversity.</p>	<p>Explicit teaching on different families, including foster families/homes. Link to Community diversity.</p>
<p>The characteristics of healthy family life, commitment to each other, including times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other’s lives. FPC3</p>	<p>Idea of ‘family’. That they can help us learn new things. What have they taught us to do since we were babies? Love and safety.</p>	<p>Looking at positives of family life – basic needs being met, safety, security and stability.</p>	<p>That families can provide love and guidance. Link to idea that not all families are the same, so one child’s parents may let them do things that others don’t. Share some rules and home routines. Ensure children know there is no ‘right’ way, but each family have their own way that works for their family.</p>	<p>When things go wrong. What problems have they had? Arguments with siblings, not wanting to do something they have been asked to do etc. How was it resolved? Communication and listening.</p>	<p>Characteristics of a healthy family life. Commitment to each other, even when things go wrong. Love and emotional support.</p>	<p>Idea of sharing each other’s lives and spending time together. Link to wider family – cousins, grandparents etc. Sense of belonging and self-esteem.</p>	<p>Discuss what their understanding of a healthy family is and unhealthy.</p>

<p>How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed. FPC4</p>	<p>When learning about what is meant by family, ensure they know who they can talk to if they are worried about something.</p>	<p>To know benefits of family life. That they can be safe and encouraging, provide respect and support, help them learn new things and enjoy time together.</p>	<p>To know what a 'trusted adult' is and to identify people in their family, school etc who would be a trusted adult. <i>Link to Being safe: secrets.</i></p>	<p>Problems experienced with families are normal (see above). Consequences and punishments – why do parents do this? Guidance and security. Who can they talk to if they feel problems are too much?</p>	<p>What does it mean to feel 'unsafe'? Bullied, hurtful words, physically hurt, uncomfortable touch. Witnessing harmful behaviour. Where to seek help.</p>	<p>What to do if they witness harmful behaviour. Looking out for others as well as themselves.</p>	<p>What to do if they witness harmful behaviour. Looking out for others as well as themselves. What signs might you see if a friend was feeling unsafe? Difference between healthy/unhealthy family relationships.</p>
<p>That marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong. FPC5</p>	<p>Work on different families through texts, images and resources. Ensure use of conveys the fact some people are married, others are not.</p>	<p>Work on different families through texts, images and resources. Ensure use of conveys the fact some people are married, others are not.</p>	<p>Work on different families through texts, images and resources. Ensure use of conveys the fact some people are married, others are not.</p>	<p>Explicit lessons on different families. Ensure all family types are represented – married, single parent, grandparents, foster carers, same-sex parents. Kite Trust lessons.</p>	<p>To understand what is meant by commitment and promise. To understand that sometimes we may promise things, but we can't for whatever reason.</p>	<p>In England, marriage is when 2 people make a legal commitment to be partners for life. People choose to make this commitment for different reasons: Sense of security or a wish to permanently join their life and build a family with a particular person.</p>	<p>Look at different types of commitment people make to one another in a relationship. This could be a civil ceremony, an exchange of rings, a promise to one another, sharing a house, deciding to have a child, as well as marriage. Understand that whilst some people may choose marriage, others</p>

						<p>To make a religious commitment as well as legal one.          Explain that whilst marriage is intended to be lifelong, sometimes it ends.</p>	<p>may choose not to.</p>
<p>That families are important for children growing up because they can give love, security and stability.          FPC6</p>	<p>On-going through lessons detailed above.</p>						

Note: Teachers to ensure that children know where to seek help if needed, both at home and at school during all lessons taught.